**Year 10 – Exploring Issues** (7-8 weeks)

**Content**  
Students will learn about the techniques used in documentary films to present a point of view on an issue. As well as learning how to identify these techniques and discuss their intended effect on the viewer, students will also practise using these techniques in a verbal presentation of their own point of view on an issue.

**Key Terms:** issue, contention/opinion, persuasive technique/device, visualisation, tone, evidence, audience, appeal, emotive language, anecdote, statistics, inclusive language, loaded language, connotation, alliteration, hyperbole, generalisation, re-enactment, footage, archival, voice-over, direct narration

**Aims and Objectives**

**Skills**Students will develop analytical skills which will enable them to…

* accurately identify the issue discussed in a documentary film.
* accurately identify the contention expressed in a documentary film.
* identify the values and beliefs behind the contention expressed in a documentary film.
* identify (find) examples of persuasive devices used in a documentary film.
* accurately name the techniques they identify, or identify them using appropriate metalanguage.
* effectively discuss the intended effect on the audience of the identified examples of persuasive devices.
* discuss how the use of persuasive devices contributes to the overall contention presented in a documentary film.

Students will develop persuasive presentation skills which will enable them to…

* present a concise, convincing contention on an issue.
* use a range of persuasive devices to persuade an audience of their contention on an issue.
* take into account audience reactions and the impact of persuasive devices on an audience when planning a persuasive verbal presentation.
* include multimodal (audio-visual) resources as support materials to enhance their persuasive presentation.
* include and correctly cite evidence from various sources of information.
* use appropriate vocabulary for the purposes of engaging and persuading an audience, such as loaded and emotive language.
* speak clearly and coherently in the presentation of their contention.
* use appropriate language conventions and structure in the presentation of their contention.
* use body language and voice modulation to effectively engage and communicate with their audience.

**Knowledge**

Names and definitions of persuasive techniques -   
visualisation, tone, evidence, appeals (e.g. to family values, the hip-pocket nerve, etc.), emotive language, anecdotes, statistics, inclusive language, loaded language, expert opinion, lists, hyperbole, attacks, negative characterisations, generalisations, etc.

The conventions for citing others.

Film composition techniques-  
shot types, angles, sound design, etc.

**Understanding**

Persuasive texts are created with the intention of convincing the audience of the author’s contention.

Persuasive devices are used in persuasive texts with the intention of having a specific, planned impact on the audience.

Persuasive texts have at their core a set of explicit or implicit values.

Language use can have inclusive and exclusive social effects, and can empower or disempower people.

An audience’s understanding of and reaction to a persuasive text are influenced by their value systems, the context and the purpose and mode of communication.

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| --- | --- | --- |
| Learning Activity | Student Product | Formative Summative |
| Introduction – 2 x 50 min. periods approx.  Introduce the topic of persuasive language, giving a definition of it along the lines of “Persuasive language is used in opinion pieces in the newspaper, speeches, etc. to try and convince the reader/audience to agree with the author/director/speaker’s opinion.”  Show the class a series of segments from *The Chaser’s War On Everything*, criticising the use of persuasive techniques (“tricks to try and get us to agree”) in segments on *A Current Affair* and *Today Tonight*. Have students take notes on the different persuasive techniques discussed.  <http://www.youtube.com/watch?v=u8h8_BRi_Uo>   * Exaggeration/hyperbole * Negative characterisation * Dramatic music * Visual effects (slow motion, warping, etc.)   <http://www.youtube.com/watch?v=kuPdnTHSHH8>   * Experts * How are people made to look expert? * We are more likely to believe an expert.   <http://www.youtube.com/watch?v=jf6eijdm6rs>   * Visualisations * Representing/explaining an idea or concept visually * Puns: play on words, double meaning   <http://www.youtube.com/watch?v=xFemTfrd5jA>   * Graphics * Explanation of concept * Labelling: We often believe labels.   <http://www.youtube.com/watch?v=B4Zu3wgh-40>   * Interviews * Rhetorical questions: questions with an implied/obvious answer * Leading questions: questions that lead the interviewee to a provide desired answer * Paraphrasing answers: putting answers into your own words so that they match your bias   <http://www.youtube.com/watch?v=B4Zu3wgh-40>   * Generalisation: referring to one example and applying it to a whole group/community. (e.g. “Many parents are now using their children to shoplift for them.”) * Dramatic comparison   <http://www.youtube.com/watch?v=xR1_Kps2-Q8>   * Attacks | Notes on the persuasive techniques discussed | F |
| 1 x 50 min. period  Search the Internet, find a sample of a current affairs segment (such as *A Current Affair,* or *Today Tonight*) which makes use of the techniques discussed in previous lessons. Use the segment as the basis of an analysis. While the whole class will analyse the segment it is the teacher’s discretion as to whether or not to carry out the activity in pairs or groups. Students should identify at least 5 persuasive techniques used in the segment. Students should also be asked to discuss what each technique example is intended to make the audience think and feel. Once done, come back together as a whole class to share information; teacher screens the segment, pauses, students identify the technique. Teacher could optionally give points to groups who identify and discuss techniques. Students should take notes of analysis of techniques by other groups i.e. add to their group’s analysis. | Written analysis of persuasive techniques used in a current affairs segment. | F |
| 1 x 50 min. period   * Discuss briefly the similarities between current affairs programs and documentary films. Introduce the class to *Bowling For Columbine* and *Supersize Me*. * Students read page 78 of *English For The Australian Curriculum: Book 2*, Cambridge. * Students complete Activities 3.5 and 3.6 from page 79 of the above-mentioned text. * Ask students to identify similarities and differences between the presenters of *Bowling For Columbine* and *Supersize Me*; not only their appearance, but also their manner of speech, etc. | * Short written answer to question 3 from Activity 3.5. * Table comparing presentation in trailers for *Bowling For Columbine* and *Supersize Me* (Activity 3.6, pages 79-80). | F |
| 2 x 50 min. period   * Discuss the similarities and differences between current affairs programs and documentary films. * Have students contribute their responses to the completion on the board of a Venn diagram mapping out the abovementioned similarities and differences. * Discuss the use of film techniques in both media, with emphasis on documentary films, and making reference to ideas contributed to the Venn diagram where possible. * Provide students with a document detailing various shot types and other film composition techniques (see “film as text” or media studies reference books). It may also be appropriate to set this as a research task for students, whereby they may be asked to identify and explain a number of said techniques individually or in small groups, which would then be contributed to a whole class list of film composition techniques. The following should be included in said list…   + Use of music   + Titling: font type, etc.   + Use of colour   + Shot types & camera angles   + Mis-en-scene (composition of on-screen image)   + Graphics | * Venn diagram (on whiteboard) comparing current affairs segments to documentary films. * List of film composition techniques (in students’ notes). | F |
| 1 x 50 min. period   * Have students read the paragraph on *Molly and Mobarak* at top of page 90 of *English for the Australian Curriculum* text book, then complete Activity 3.16. This requires students to make predictions about the documentary, the stories of the characters, and the viewpoints, etc. of the documentary. * Students should read the film synopsis of *Molly and Mobarak* on page 91 of the above mentioned textbook then, in pairs, revisit and discuss their earlier predictions and how accurate they seem to be in light of having read the synopsis. * As a homework activity students should visit [www.documentaryaustralia.com.au/da](http://www.documentaryaustralia.com.au/da) (search for ‘Key case studies>View Australian case studies>Case Studies>*Molly and Mobarak*’). This includes an introduction to the documentary and a discussion by the filmmaker, Tom Zubrycki, talking about the reasons he decided to make this film. Students should take some notes on this reading, which will form the basis of a brief discussion at the beginning of the following lesson. | * Written predictions in response to Activity 3.16. * Notes on director Tom Zubrycki’s motivations for making *Molly and Mobarak* (homework). | F |
| 2 x 50 min. periods approx.   * Hold a warm-up discussion based on students’ reading at home about director Tom Zubrycki’s motivations for making *Molly and Mobarak*. * Prior to viewing the film, look over activity 3.17 on page 92. Students should be encouraged to look out for the features while watching the film and if they wish they may take notes. (After viewing the film, students will be required to complete Activity 3.17). * View the film *Molly and Mobarak* (85 mins). It is at teacher discretion whether students should take notes at this point. There will be opportunity for a second viewing of key segments of the film for the purpose of analysis in later lessons. | * Notes on the film *Molly and Mobarak* (discretional). | F |
| 2 x 50 min. periods approx.   * As a warm-up pose the following question to the class: “Making a documentary can be a **subversive** act because it suddenly gives people a voice who otherwise would never be allowed to speak.” Why is it important to allow voices such as Mobarak’s to be heard? * Complete Activity 3.17 (Cambridge, pg. 92). Share answers as a class. * Prior to viewing the film a second time, look over activity 3.18 on page 93. Students should be encouraged to look out for/takes notes of examples and effects of persuasive techniques while watching the film. (After viewing the film, students will be required to complete Activity 3.18). * If students have access to a copy of the film, this second viewing may be set as a homework task or done at the student’s own pace in class. Otherwise, it is at the teacher’s discretion as to whether or not to show the whole film again or only segments. * Complete Activity 3.18. Share answers as a class. | * Written responses to Activities 3.17 and 3.18. | F |
| 2 x 50 min. periods approx.   * Have students look back over their notes on film composition techniques. Ask focus questions to draw out and revise key knowledge in this area. * Have students follow the instructions given on page 94 of *English For The Australian Curriculum* in preparation for completing Activity 3.19. * Screen the segments of *Molly and Mobarak* indicated in Activity 3.19, repeatedly if necessary, and give students sufficient time and support to fill in the columns as indicated in the activity. It may be necessary to analyse the film composition of the first segment (“Arrival by boat”) as an example to the class. If students have access to a copy of the film, they may view the relevant segments at their own pace in class. * Have students submit their responses to Activity 3.19. They should also include a response to the “Reflect On” task at the bottom of page 95. | * Written responses to Activity 3.19. | F |
| 1 x 50 min. period   * Read the two arguments and opinions about the asylum seekers debate in Australia. Ask students which side of the debate they think Tom Zubrycki is on, based on their understanding of his contention as it is presented in *Molly and Mobarak*. * Complete Activity 3.20 on page 97. * Have students formulate and record their own wording of Zubrycki’s contention. | * Written responses to Activity 3.20. * Wording of Tom Zubrycki’s contention. | F |
| 1 x 50 min. period   * Introduce students to the concept of the analysis essay. Explain the required content for such an essay, including providing suggested essay structures and an example piece. * Indicate to students how they may use their notes from the unit to date in the formulation of their own complete analysis essay. * Distribute the assignment document, including detailed instructions and assessment criteria, for the analysis essay. * Have students commence work on their first draft of the essay in class time, starting with an essay plan. | * An analytical essay plan. * The beginnings of a draft essay. | S |
| 3 x 50 min. periods approx.   * Students write their analysis essay in class time. * Have students submit essay drafts (or parts thereof) throughout the week, providing progressive individual feedback. * Have students submit their completed final drafts of the analysis essay. | * Analytical essay. | S |
| 1 x 50 min. periods approx.   * Have students take a closer look at the issue of asylum seekers. Read page 96 of *English For The Australian Curriculum* then discuss: Do you agree or disagree with the arguments put forward in these two different opinions? * Locate another opinion about the asylum debate. Students could use *Go Back to Where You Came From* (<http://www.sbs.com.au/shows/goback>). Share that opinion and a summary of its main arguments with the class. * For homework, have students explore information about the 1951 United Nations Convention relating to the status of refugees ([www.unhcr.org/pages/49da0e466.html](http://www.unhcr.org/pages/49da0e466.html)) and the Universal Declaration of Human Rights ([www.un.org/en/documents/udhr](http://www.un.org/en/documents/udhr)). Also have students find a recent Australian article/news segments on asylum seekers…bring to class for ‘Show and Tell’. | * **Class work:** Written statement of students’ opinions on the issue of asylum seekers, coupled with a written record of a different opinion to their own, with the source cited. * **Home work:** Notes about the 1951 UN Convention on refugees; a recent news piece on asylum seekers. | F |
| 2 x 50 min. periods   * Checking that everyone has done their homework and brought in a news piece, have students discuss their news articles/segments in small groups. Have them decide which piece they find the most interesting; this will be presented to the class by the group. * Give groups some time to research their chosen news piece in more detail. Each group member will speak for approx. 1 minute. The student who brought in the piece being presented becomes the group leader and may assign specific tasks to group mates. * Groups present their news pieces. * Assign students roles as various stakeholders in the asylum seeker issue; a male refugee, a female refugee who is a mother, a people smuggler, a lawyer for the refugees, a human rights activist, a right-wing politician, a left-wing politician, an official from DIMIA, the ambassador of the refugees’ country of origin. The roles will require some explanation. At least 2 students should be assigned each role; they may assist each other in preparing for the task. The remaining students, without a role assigned, will be journalists asking questions of those with a role at a mock press conference. The situation being discussed is one in which the asylum seekers have been granted protection visas, only to have those revoked due to the war in their country of origin ending. * Give students time to research their roles until the end of the lesson. Their aim should be to be prepared to ask and answer questions on the situation at hand, from their character’s perspective. They should also aim to use the type of language their assigned character would use. Provide sentence starters and language samples where appropriate. * ‘Journalists’ should prepare their questions in time for the next lesson’s activity. * The ‘lawyers’, ‘politicians’, ‘DIMIA official’ and ‘ambassador’ should prepare a brief statement for the media, with the purpose in mind of pressing their perspective on the issue. | * Group presentations of news pieces related to asylum seekers. | F |
| 2 x 50 min. periods   * Set up and run the mock press conference, trying to create an accurate environment and atmosphere. * The teacher should act as facilitator, ensuring that each person has an opportunity to speak and that each ‘journalist’ has asked at least one question. * Following the activity, the teacher writes a first draft of a newspaper article on the press conference. This is projected for the class to see, and students give input into what information should be included. To spark discussion, the teacher may make some deliberate factual errors in their writing. * The teacher should grade students’ work through observation. It may be useful to videotape the role play for this purpose. * The point should be made to the class that the intended learning outcome for the activity, as well as learning more about the asylum seeker issue, is for them to realise that each issue has a variety of stakeholders, all with their own perspective on the matter and sometimes their own agenda, none of them with a monopoly on the truth. | * Mock press conference role play | S |
| 1 x 50 min. period   * Introduce the documentary making task. Students will create a short documentary (or “mockumentary”) on an issue of their choice. * Give students time to decide on an issue and research various related opinions. Students should work towards forming their own contention on the topic. The Education Age “Issues In The News” online may be a useful resource… <http://education.theage.com.au/cmspage.php?intid=271> * Towards the end of the lesson, have students report back their chosen issue and contention. | * Decision on issue and contention for students’ own documentaries. | S |
| 5 x 50 min. periods approx.  Give students class time to plan, write and start creating their documentary.   * Refer to pages 103 and 104 of *English For the Australian Curriculum* for guidelines on creating a documentary. * Indicate to students the importance of properly citing sources. Explicitly teach this skill. * Where possible, it may be prudent to teach practical video recording and editing techniques. * Students are to complete work on their documentary during the Term 1 break. | * Student documentaries. | S |
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| 2 or 3 x 50 min. periods  In the first week of Term 2, the students’ documentaries are screened and assessed. | * Student documentaries. | S |

**Appendix**

Australian National Curriculum learning outcomes covered in this unit

**Year 10 Content Descriptions**

**Language**

* + Critical and creative thinking
  + Writing
  + Listening
  + Speaking
  + Reading

**Language for interaction**

1. Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people [(ACELA1564)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1564)
   * Literacy
   * Intercultural understanding
   * Personal and social capability
   * Critical and creative thinking
   * Aboriginal and Torres Strait Islander histories and cultures
   * Asia and Australia´s engagement with Asia
   * Writing
   * Listening
   * Speaking
   * Reading
2. Understand that people’s evaluations of [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text) are influenced by their value systems, the [context](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=context) and the purpose and [mode](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=mode) of communication [(ACELA1565)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1565)
   * Literacy
   * Critical and creative thinking
   * Ethical behaviour
   * Writing
   * Listening
   * Speaking
   * Reading

**Text structure and organisation**

1. Compare the purposes, [text structures](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text%20structure) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=language%20features) of traditional and contemporary [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text) in different media [(ACELA1566)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1566)
2. Understand [conventions](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=convention) for citing others, and how to reference these in different ways [(ACELA1568)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1568)
   * Literacy
   * Writing
   * Reading

**Expressing and developing ideas**

1. Evaluate the impact on [audiences](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=audience) of different choices in the representation of still and moving images [(ACELA1572)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1572)
   * Literacy
   * Personal and social capability
   * Critical and creative thinking
   * Writing
   * Listening
   * Speaking
   * Reading
2. Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on [audiences](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=audience)[(ACELA1571)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1571)
   * Literacy
   * Critical and creative thinking
   * Writing
   * Listening
   * Speaking
   * Literacy
   * Writing
   * Listening
   * Speaking
   * Reading
   * Literacy
   * Intercultural understanding
   * Personal and social capability
   * Critical and creative thinking
   * Aboriginal and Torres Strait Islander histories and cultures
   * Asia and Australia´s engagement with Asia
   * Writing
   * Listening
   * Speaking
   * Reading
   * Literacy
   * Critical and creative thinking
   * Ethical behaviour
   * Writing
   * Listening
   * Speaking
   * Reading
   * Literacy
   * Critical and creative thinking
   * Speaking

**Literacy**

* + Literacy
  + Intercultural understanding
  + Critical and creative thinking
  + Aboriginal and Torres Strait Islander histories and cultures
  + Asia and Australia´s engagement with Asia
  + Writing
  + Reading

**Interacting with others**

1. Identify and explore the purposes and effects of different [text structures](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text%20structure) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=language%20features) of spoken [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text), and use this knowledge to [create](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=create) purposeful [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text) that inform, persuade and engage [(ACELY1750)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1750)
   * Literacy
   * Personal and social capability
   * Critical and creative thinking
   * Writing
   * Reading
2. Use organisation patterns, [voice](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=voice) and language [conventions](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=convention) to present a [point of view](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=point%20of%20view) on a [subject](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=subject), speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage [audiences](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=audience)[(ACELY1813)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1813)
   * Literacy
   * Personal and social capability
   * Writing
3. Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action [(ACELY1751)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1751)
   * Literacy
   * Personal and social capability
   * Information and communication technology capability
   * Critical and creative thinking
   * Writing

**Interpreting, analysing, evaluating**

1. Identify and analyse implicit or explicit values, beliefs and assumptions in [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text) and how these are influenced by purposes and likely [audiences](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=audience)[(ACELY1752)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1752)
2. Use [comprehension strategies](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=comprehension%20strategies) to compare and contrast information within and between [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text), identifying and analysing embedded perspectives, and evaluating supporting evidence [(ACELY1754)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1754)
   * Literacy
   * Critical and creative thinking
   * Asia and Australia´s engagement with Asia
   * Writing
   * Reading

**Creating texts**

1. [Create](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=create) sustained [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text), including [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text) that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues [(ACELY1756)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1756)
   * Literacy
   * Personal and social capability
   * Information and communication technology capability
   * Critical and creative thinking
   * Asia and Australia´s engagement with Asia
   * Speaking
2. Review, edit and refine students’ own and others’ [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text) for control of content, organisation, [sentence](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=sentence) structure, vocabulary, and/or [visual features](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=visual%20features) to achieve particular purposes and effects [(ACELY1757)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1757)
   * Literacy
   * Personal and social capability
   * Information and communication technology capability
   * Critical and creative thinking
   * Writing
   * Reading
   * Literacy
   * Information and communication technology capability
   * Critical and creative thinking
   * Reading